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The Socio-economic Characteristics of Kareli Slum in Prayagraj City: An Analysis of Poverty, Education and Employment

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ABSTRACT

This research paper examines the socio-economic conditions of the Kareli slum in Prayagraj, focusing on poverty, education, and employment. Kareli, located on the city's outskirts, faces significant challenges due to its large population and poor living conditions. Using household surveys, interviews, and government and NGO reports, the study explores the links between poverty, education, and job opportunities.

Findings indicate widespread poverty, inadequate housing, and economic instability, which are closely tied to limited education and informal employment. The study emphasizes how low income, poor infrastructure, and unstable jobs reinforce a cycle of deprivation.

The paper suggests policy interventions such as improving infrastructure, expanding education access, and creating stable jobs. These strategies aim to enhance living conditions and contribute to broader urban poverty reduction efforts.

Keyword: Kareli slum, socio-economic characteristics, poverty, education, employment, informal settlements, urban poverty, living conditions, economic vulnerability, educational barriers, informal employment.

1. INTRODUCTION

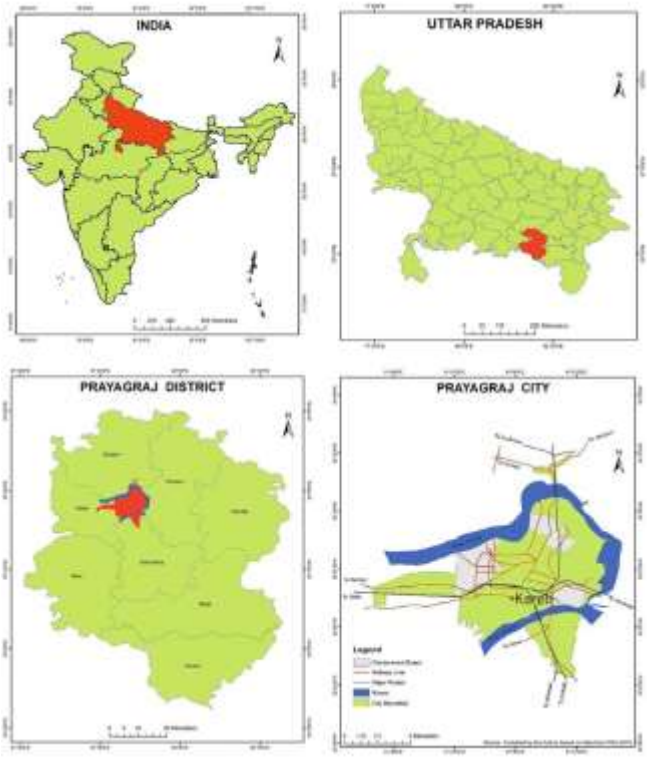
Urban slums, like Kareli in Prayagraj City, vividly illustrate the complex socio-economic challenges that arise in rapidly expanding urban areas. Kareli, located on the outskirts of Prayagraj, is home to a significant number of residents who endure severe economic hardship and lack access to basic services. The socio-economic landscape of Kareli is characterized by profound issues in poverty, education, and employment. Residents live in overcrowded and makeshift housing with limited access to clean water and sanitation, highlighting the extreme poverty that pervades the area. This economic instability is compounded by a reliance on informal employment, where low-wage, irregular jobs fail to provide financial security. Educational challenges in Kareli are equally pressing; financial constraints, inadequate infrastructure, and lack of resources severely limit access to quality education, resulting in low literacy rates and high dropout rates. These educational deficiencies perpetuate the cycle of poverty, restricting future opportunities for the youth. Employment patterns further exacerbate the situation, with most residents engaged in unstable, low-paying jobs that offer little security or benefits. This research paper seeks to explore these socio-economic characteristics of Kareli by analyzing the interactions between poverty, education, and employment. Through primary data gathered from household surveys and interviews, as well as secondary data from government and NGO reports, the study aims to provide a detailed understanding of how these factors affect the lives of Kareli's residents. The findings will inform policy recommendations designed to improve living conditions and promote socio-economic development in urban slums, contributing to more effective strategies for addressing urban poverty and fostering sustainable growth.

1.1. Poverty Dynamics and Living Conditions

Income Levels: Kareli slum is characterized by significant economic hardship. The majority of households in Kareli earn incomes that fall well below the poverty line, primarily derived from informal and unstable sources. Many residents engage in daily wage labour, small-scale trade, or other casual work, which typically provides irregular and low wages. The average household income is insufficient to cover basic needs, leading to a high level of economic vulnerability.

Housing Conditions: The housing in Kareli is informal and often inadequate. Residents live in densely packed, makeshift structures made from materials such as corrugated metal, plastic sheeting, and wood. These homes are frequently overcrowded, with multiple family members sharing small living spaces. Infrastructure is rudimentary, with many houses lacking basic amenities such as reliable sanitation and clean drinking water. The lack of proper housing contributes to poor living conditions and exacerbates health problems among residents.

Food Security and Health: Food security is a significant issue in Kareli. Many households experience difficulties in accessing sufficient and nutritious food due to low income. This food insecurity often results in malnutrition and associated health problems. Health issues related to poor sanitation and overcrowding are common, including waterborne diseases and respiratory infections. The limited access to healthcare facilities further compounds these health challenges, as residents often rely on informal medical practitioners or local clinics that may be under-resourced.



Location Map of Prayagraj City

1.2. Educational Attainment and Accessibility

Literacy Rates and School Enrolments: Educational attainment in Kareli is notably low. Literacy rates among adults are significantly below the city average, reflecting limited educational opportunities. School enrolment rates for children are also lower compared to other areas, with many children not attending school regularly or dropping out early to contribute to household income. The educational gaps are particularly pronounced among girls, who often face additional barriers to schooling.

Barriers to Education: Several factors limit access to education in Kareli. Financial constraints are a major barrier, as families prioritize immediate economic needs over educational expenses. Additionally, the distance to schools and the lack of transportation options make regular school attendance difficult. Social and cultural factors, including gender biases and family responsibilities, further hinder educational participation, particularly for girls.

Quality of Education: The quality of education in Kareli is generally poor. Schools in and around the slum often suffer from overcrowded classrooms, inadequate facilities, and a shortage of qualified teachers. Educational resources are limited, and the condition of school buildings and learning materials is often substandard. These factors contribute to a lower quality of education and hinder students' academic performance and future prospects.

1.3. Employment Patterns and Economic Opportunities

Types of Employment: Employment in Kareli is predominantly informal, with many residents engaged in low-wage, casual jobs. Common occupations include daily wage labor in construction, street vending, domestic work, and small-scale trade. The informal nature of these jobs means that workers lack formal contracts and social security benefits, which leads to job insecurity and unstable incomes.

Income Stability and Job Security: Income stability is a major concern in Kareli. Many residents experience fluctuations in income due to the irregular nature of informal work. Job security is also minimal, as workers do not have protections such as

health insurance or retirement benefits. This economic instability contributes to the cycle of poverty and makes it difficult for residents to plan for the future or invest in opportunities for upward mobility.

Access to Skill Development and Formal Employment: Opportunities for skill development and formal employment are limited in Kareli. While there are some government and NGO programs aimed at providing vocational training and skills development, access to these programs is often constrained by factors such as lack of awareness, inadequate outreach, and logistical challenges. As a result, many residents remain in low-skill, low-wage jobs with few prospects for advancement. The absence of formal employment opportunities further limits their ability to achieve economic stability and improve their living conditions.

Kareli slum in Prayagraj City reflects the complex interplay of poverty, educational challenges, and employment issues that are characteristic of many urban informal settlements. The combination of low income, poor housing conditions, limited educational opportunities, and unstable employment creates a cycle of deprivation that is difficult to break. Addressing these issues requires targeted interventions to improve infrastructure, enhance educational access and quality, and expand formal employment opportunities. By focusing on these areas, it may be possible to improve the socio-economic conditions in Kareli and other similar slum areas, ultimately fostering more inclusive and sustainable urban development.

2. EDUCATIONAL ATTAINMENT AND BARRIERS

2.1. Literacy Rates and Levels of Formal Education

The educational landscape in the Kareli slum presents a grim picture. Literacy rates among slum dwellers are significantly lower than the city average, with a large proportion of children and adults lacking basic reading and writing skills. Many children drop out of school at an early age due to financial constraints, family responsibilities, or the need to contribute to household income.

Formal education is limited, with only a small percentage of residents completing secondary education. Higher education is an unattainable dream for most due to the lack of financial resources and inadequate educational infrastructure. In the absence of formal education, residents often rely on informal learning or skill-based training, which does not necessarily translate into well-paying jobs.

2.2. Access to Educational Institutions and Facilities

While government-run schools exist in the vicinity of the Kareli slum, they are often overcrowded and under-resourced. Teachers are overburdened, and educational facilities such as libraries, laboratories, and playgrounds are either non-existent or insufficient to cater to the needs of the students. Private schools, though available, are out of reach for most slum residents due to their high fees.

Many children, especially girls, are denied access to education due to cultural norms that prioritize household chores and early marriage over formal schooling. In some cases, boys are forced to drop out of school to work as child labourers in the informal economy, thereby perpetuating the cycle of poverty.

2.3. Major Challenges to Educational Attainment

Financial constraints remain the most significant barrier to educational attainment in Kareli. Families living on the margins of survival cannot afford the costs associated with education, including school fees, uniforms, and books. For families that are able to send their children to school, the opportunity cost of lost labor is often too high to sustain long-term education.

In addition to financial barriers, the lack of adequate infrastructure and learning resources also hampers educational attainment. Schools in and around Kareli often lack basic facilities such as clean drinking water, functional toilets, and proper classrooms. The poor quality of education, coupled with the absence of extracurricular activities, results in high dropout rates.

3. EMPLOYMENT AND INCOME GENERATION

3.1. Common Types of Employment

The majority of Kareli residents are employed in the informal economy, where job security, wages, and benefits are limited. Common occupations include daily wage labourers, street vendors, domestic workers, and rickshaw pullers. These jobs offer low and irregular incomes, making it difficult for families to escape poverty. A significant portion of the population is engaged in construction work, where labour conditions are harsh, and the risk of injury is high.

Many women in Kareli work as domestic help in middle-class households in the nearby areas. These jobs are often poorly paid and lack any form of social security. Despite their contribution to household income, women’s labor is often undervalued and considered supplementary to the male breadwinner's income.

3.2. Job Security, Wages, and Employment Benefits

Job security is virtually non-existent in Kareli. Most residents are employed on a day-to-day basis, with no guarantees of long-term employment or protection against job loss. Wages are low, often below the minimum wage set by the government, and irregular, with daily labourers depending on the availability of work.

Employment benefits such as health insurance, paid leave, or pensions are unheard of in the informal sector, where most Kareli residents work. This lack of job security and benefits leaves families vulnerable to financial shocks, such as illness or injury, which can push them further into poverty.

3.3. Role of Gender in Employment Opportunities

Gender plays a crucial role in determining employment opportunities and wage disparities in Kareli. While men are more likely to be employed in construction and other physically demanding jobs, women are often relegated to low-paying domestic work or informal home-based work such as sewing and handicrafts. The gender wage gap is stark, with women earning significantly less than men, even when performing similar tasks.

Cultural norms also restrict women's mobility and participation in the workforce. Many women are expected to prioritize household responsibilities and childcare over formal employment, limiting their ability to contribute to the family's income and reinforcing gender inequalities.

4. POVERTY AND ECONOMIC CHALLENGES

4.1. Income Levels and Poverty Rate

Kareli is home to some of the poorest residents of Prayagraj City, with a significant portion of the population living below the poverty line. Household incomes are generally low, with most families earning barely enough to meet their basic needs. The poverty rate in Kareli is exacerbated by the lack of stable employment and the high cost of living in urban areas.

The reliance on low-paying informal jobs means that many families struggle to afford adequate food, housing, education, and healthcare. As a result, malnutrition, especially among children, is prevalent, further entrenching the cycle of poverty.

4.2. Financial Challenges and Impact on Household Well-being

The financial challenges faced by Kareli residents have far-reaching consequences on their overall well-being. Families are often forced to make difficult choices, such as whether to send their children to school or to work, or whether to spend money on healthcare or food. The lack of financial security also means that families have no safety net in times of crisis, leaving them vulnerable to exploitation by moneylenders and landlords.

The burden of debt is another significant challenge. Many residents borrow money at high-interest rates to meet their daily needs, leading to a cycle of debt that is difficult to escape. This financial strain affects household well-being, leading to stress, mental health issues, and strained family relationships.

4.3. Access to Social Security Programs and Government Aid

Although several government social security programs are in place to assist the urban poor, access to these programs is often limited in slums like Kareli. Bureaucratic hurdles, lack of awareness, and corruption prevent many residents from benefiting from schemes such as the Public Distribution System (PDS) for subsidized food, health insurance programs, and employment guarantee schemes.

The failure of government aid to reach the most vulnerable sections of the population further deepens poverty in Kareli. Many residents are left to rely on informal support networks or non-governmental organizations (NGOs) for assistance, which is often insufficient to meet their needs.

5. METHODOLOGY

Research Gap

.This study aims to fill this gap by analyzing these key aspects in the context of a specific slum, drawing from primary data collected from 100 households, which allows for a deeper understanding of the socio-economic characteristics of this area.

5.1. Research Design

The research design for this study adopts a mixed-methods approach, combining quantitative data from questionnaires and qualitative insights from interviews to provide a comprehensive analysis of the socio-economic characteristics of the Kareli slum. This method allows for a robust examination of the interactions between poverty, education, and employment in the slum, identifying key trends and underlying causes.

5.2. Sampling and Data Collection

A sample size of 100 households was selected from the Kareli slum using a stratified random sampling method. This method ensured representation across various demographic groups, including gender, age, occupation, and educational attainment. The questionnaire was designed to capture key socio-economic indicators such as income, education level, employment status, access to government schemes, housing conditions, and other relevant variables.

1. **Sample Size**: 100 households from Kareli slum, Prayagraj City.
2. **Sampling Technique**: Stratified random sampling to ensure diversity in the sample population.
3. **Data Collection Method**: Face-to-face interviews with the head of each household using a structured questionnaire, which included both open-ended and Likert-scale questions.

Questionnaire Design
The questionnaire consisted of two sections:

1. **Demographic Information**:
- Age, gender, family size, occupation, educational background.
- Type of housing (temporary, semi-permanent, permanent).
- Access to basic amenities (water, electricity, sanitation).

5.3. Socio-Economic Factors:
- Household income (monthly income range).
- Employment status (employed, unemployed, daily wage labor, informal sector jobs).
- Educational attainment (primary, secondary, tertiary, illiterate).
- Access to government welfare schemes (Pradhan Mantri Awas Yojana, Public Distribution System, etc.).
- Perception of living conditions and quality of life.
- Barriers to education (financial, infrastructure, gender disparity).
- Challenges in securing employment (job security, wage disparity, informal labor).

The survey utilized a Likert scale (1 to 5) to assess residents' perceptions and satisfaction levels regarding living conditions, access to education, and employment opportunities. For example, respondents were asked to rate statements like, "I have access to quality educational facilities" or "My job provides financial security," with responses ranging from strongly disagree (1) to strongly agree (5).

6. DATA ANALYSIS

The data collected from the questionnaire was analyzed using both descriptive and inferential statistical techniques:

6.1. Descriptive Statistics: Simple frequency distributions, percentages, and cross-tabulations were used to describe the demographic characteristics of the population and their socio-economic conditions. Measures such as the mean, median, and standard deviation helped in analyzing income levels, employment status, and educational attainment.

- **Inferential Statistics**: Correlation and regression analyses were conducted to determine the relationships between key variables such as income and education, education and employment, and poverty and access to government schemes. For instance, the correlation between the level of education and employment status was examined to see if higher educational attainment leads to better employment opportunities.
- **Qualitative Analysis**: In addition to quantitative data, qualitative insights from open-ended questions were analyzed thematically. Responses regarding barriers to education and employment were coded and grouped into major themes, such as financial constraints, lack of infrastructure, and gender disparities. These insights provided a deeper understanding of the lived experiences of Kareli's residents.

6.2. Limitations of the Study

The study faced some limitations, including:

1. **Sample Size**: Although a sample of 100 households provides valuable insights, it may not fully capture the diversity of experiences within the entire Kareli slum. A larger sample might provide more comprehensive data.

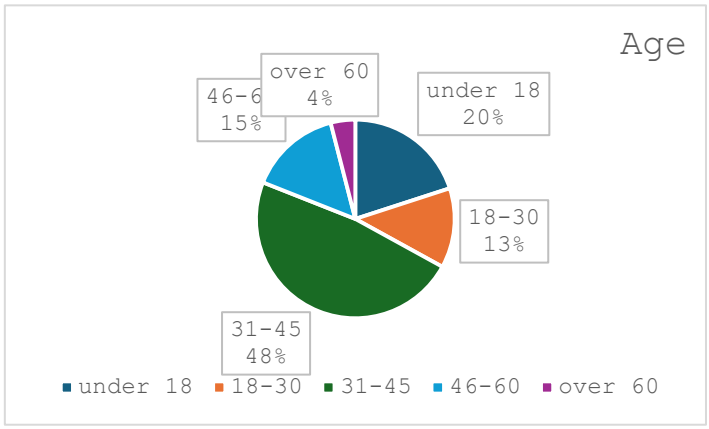
2. **Self-Reporting Bias**: Since the data was collected through self-reported questionnaires, there may be instances of respondents underreporting or overreporting their income, employment status, or access to government schemes.

3. **Temporal Constraints**: The study represents a snapshot of the socio-economic conditions at a specific time and may not capture the dynamic changes occurring in the slum over time.

6.3. Ethical Considerations

The research adhered to ethical guidelines, ensuring that the respondents' privacy and confidentiality were maintained. Informed consent was obtained from all participants before the survey, and they were given the option to withdraw at any point during the interview process. Data collected was anonymized and stored securely to prevent unauthorized access.
This methodology, combining quantitative and qualitative approaches, provides a comprehensive analysis of the socio-economic characteristics of Kareli slum, highlighting the interconnections between poverty, education, and employment. Through this research, the study seeks to offer valuable insights for policymakers and urban planners aiming to improve living conditions and foster socio-economic development in slum areas.

7. RESULT



Age Distribution of Respondents:

- **Under 18 years**: 20 respondents
- **18-30 years**: 13 respondents
- **31-45 years**: 48 respondents
- **46-60 years**: 15 respondents
- **Over 60 years**: 4 respondents

This data could be useful in understanding the age demographics of the population in Kareli slum and how age relates to socio-economic characteristics such as education, employment, and health.

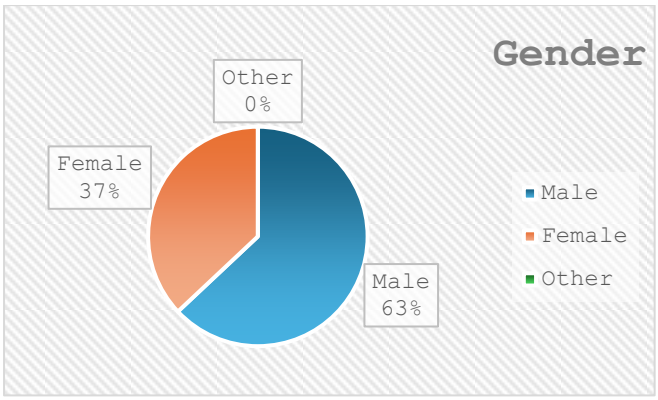
Questionnaire Section on Demographics (Example):

Q1: What is your age group?

1. Under 18 years
2. 18-30 years
3. 31-45 years
4. 46-60 years
5. Over 60 years

This question is essential for understanding the age distribution among respondents, and it can be further used in analysis to examine how age correlates with other socio-economic variables like employment status or education level.

Gender Distribution Result



The pie chart illustrates the gender distribution among the respondents of the survey conducted in Kareli slum. The key results are as follows:

- **Male Respondents**: 63% of the respondents were male, indicating that a significant majority of those surveyed are men. This could reflect the availability of males in households at the time of the survey, or it could suggest a higher representation of men in public life within the slum.

- **Female Respondents**: 37% of the respondents were female. This lower percentage of female respondents may be indicative of various socio-cultural factors, such as restricted mobility of women in slums or their engagement in household responsibilities.
- **Other Gender**: 0% of respondents identified as belonging to a gender other than male or female, suggesting either a lack of representation of non-binary individuals in this population or their absence from the survey sample.

This gender distribution will be considered in subsequent analyses to examine whether there are any significant differences in the socio-economic conditions (poverty, education, and employment) between male and female respondents in Kareli slum.

Descriptive Statistics			
	Mean	Std. Deviation	N
Education	3.13	1.143	100
Employment	2.34	1.281	100
Poverty_and_Health	2.35	1.114	100

The analysis of the data collected from 100 respondents provides valuable insights into the socio-economic characteristics of the Kareli slum in Prayagraj City. The primary variables under study were **Education**, **Employment**, and **Poverty and Health**, each measured using a Likert scale. Below is a detailed summary of the results, including the mean scores and standard deviations for each variable.

1. Education

The mean score for education is 3.13, indicating that, on average, respondents in Kareli have a moderate level of educational attainment. Given the Likert scale used (likely ranging from 1 = Low to 5 = High), this suggests that the education level in the slum is neither extremely low nor high, but falls in a middle range. The standard deviation of 1.143 suggests there is some variation in educational attainment among the respondents, with some having higher levels of education and others having lower or no formal education.
This variation can be attributed to factors such as access to schools, financial constraints, or cultural barriers to education. The data implies that while education levels are moderate overall, there are likely significant differences in educational attainment among the slum residents.

2. Employment

The mean score for employment is 2.34, which indicates that most respondents are likely to be underemployed or working in informal or insecure job sectors. This score reflects the difficult employment conditions within the slum, where many residents might be engaged in low-paying, daily wage jobs or informal labour, often without job security or benefits.
The standard deviation of 1.281 is relatively high, indicating significant variability in employment status among respondents. This could mean that while some individuals may have more stable forms of employment, a large number are either unemployed or employed in unstable, low-income jobs. The overall low mean score suggests a general lack of formal employment opportunities within the community, which can further perpetuate the cycle of poverty.

3. Poverty and Health

The mean score for poverty and health is 2.35, indicating that the respondents perceive their poverty and health conditions as being somewhat poor, but not at the lowest level. This aligns with the broader challenges faced by slum residents, where poor living conditions, limited access to healthcare, and inadequate nutrition often exacerbate health issues. A score close to 2.35 suggests that many respondents feel they are living in poverty, which in turn affects their health.
The standard deviation of 1.114 indicates moderate variation in the perceived level of poverty and health among the respondents. This could suggest that while most residents experience significant economic and health challenges, there are varying degrees of hardship within the community. Some may have slightly better living conditions, access to healthcare, or financial resources compared to others, but the overall trend points to substantial poverty and associated health risks.

Interpretation

The results suggest a clear pattern of socio-economic disadvantage within the Kareli slum. Education levels are moderate but vary across the population, suggesting that access to education may not be equally distributed. Employment conditions

are particularly concerning, with the low mean score indicating a prevalence of underemployment or unstable jobs, which contributes to the residents' economic challenges. The perception of poverty and its impact on health is also pronounced, underscoring the complex relationship between poor economic conditions and health outcomes in the slum.

The data reveals that poverty, inadequate employment opportunities, and low educational attainment are all closely interconnected in perpetuating the socio-economic challenges faced by the Kareli slum residents. The variability in education, employment, and poverty scores points to the need for targeted interventions that address these issues holistically. Programs aimed at improving educational access, providing stable employment opportunities, and enhancing healthcare services could be instrumental in breaking the cycle of poverty and fostering socio-economic development within the slum.

The correlation table you provided examines the relationships between three variables: **Education**, **Employment**, and **Poverty and Health**. Pearson's correlation coefficient (r) was used to measure the strength and direction of these relationships, with the results highlighting both significant and non-significant correlations.

Overview of the Variables

- **Education**: Refers to the educational attainment of individuals, which could range from illiteracy to higher education degrees.
- **Employment**: Relates to whether individuals are employed, underemployed, or unemployed, with variations in the nature of their employment, such as informal or formal work.
- **Poverty and Health**: Combines aspects of an individual's poverty level and their corresponding health status, as these two aspects are often deeply intertwined, especially in slum areas where poverty can have a direct impact on health.

Key Results and Interpretations

1. Correlation between Education and Employment (r = -0.079, p = 0.436)

The correlation coefficient between education and employment is -0.079, which indicates a very weak and negative relationship. However, this relationship is not statistically significant, as the p-value is 0.436 (greater than the 0.05 threshold).

This weak negative correlation suggests that, in this sample, higher levels of education do not necessarily correlate with better employment outcomes. This result could be reflective of the structural employment challenges faced in slum areas, where even individuals with some level of education may struggle to find secure employment, particularly in formal sectors. The lack of significance implies that other factors, such as local economic conditions, availability of jobs, and skill mismatches, might have a stronger impact on employment outcomes than education alone.

2. Correlation between Education and Poverty and Health (r = 0.083, p = 0.412)

The correlation between education and poverty and health is 0.083, suggesting a very weak positive relationship. Again, this relationship is not statistically significant, as the p-value is 0.412.

This weak positive correlation implies that individuals with higher education levels might experience slightly better health outcomes and a marginal reduction in poverty, though this trend is not strong or consistent enough to be significant in this dataset. The absence of a strong correlation may be due to the overwhelming impact of poverty on health, where even educational attainment might not provide sufficient leverage to improve health outcomes in severely deprived environments. Other factors, such as access to healthcare, nutrition, and living conditions, might be more critical in determining health outcomes.

3. Correlation between Employment and Poverty and Health (r = 0.362, p < 0.001)

The strongest and most significant relationship in this analysis is between employment and poverty and health, with a correlation coefficient of 0.362 and a p-value less than 0.001. This indicates a moderate positive relationship, suggesting that better employment status is associated with improved poverty and health conditions.

This result makes intuitive sense, as employment often provides individuals with the financial resources needed to meet their basic needs, improve their living conditions, and access healthcare. The positive correlation highlights that those who are employed are more likely to experience a reduction in poverty and an improvement in their overall health. This finding is significant at the 0.01 level, underscoring the important role employment plays in alleviating the adverse effects of poverty and improving health outcomes. In slum areas, where informal employment dominates, even small improvements in job security or income can make a meaningful difference in residents' lives.

IMPLICATIONS OF THE FINDINGS

The results of this analysis point to the critical importance of employment in addressing both poverty and health challenges within slum communities. While education is often seen as a pathway to better employment and living conditions, the findings suggest that in the context of Kareli slum, education alone does not have a strong or significant impact on

employment or poverty alleviation. This may be due to the nature of the job market in the area, where informal jobs dominate, and formal employment opportunities that require education may be scarce.
On the other hand, employment—particularly stable and secure jobs—appears to be a key driver in improving both economic and health conditions for residents. This finding underscores the need for targeted employment interventions in slum areas, such as skills development programs, job creation initiatives, and support for small businesses, which could help lift residents out of poverty and improve their quality of life.

The analysis highlights a moderate and significant positive correlation between employment and poverty and health, emphasizing the role of employment in socio-economic development in slum communities. However, the weak correlations between education and both employment and poverty and health suggest that education alone is not a sufficient factor in improving socio-economic outcomes in the Kareli slum. Policymakers should focus on improving employment opportunities and addressing barriers to job security, as these are more directly related to poverty reduction and health improvements in this context. At the same time, efforts to improve education should be coupled with initiatives that ensure the availability of suitable jobs for educated individuals, thereby enabling them to fully capitalize on their educational attainment.

CONCLUSION

The findings of this study provide a comprehensive understanding of the socio-economic challenges faced by residents of the Kareli slum in Prayagraj City, with particular attention to the variables of education, employment, and poverty and health. The age distribution shows that the slum population is predominantly made up of individuals in their working years, with a notable portion of respondents falling between the ages of 31-45. This demographic is essential in understanding the socio-economic factors influencing the community, as this group is typically expected to be economically active. The gender distribution indicates a male-dominated respondent pool, which could reflect broader societal structures where men are more visible in public life, while women's participation may be curtailed by socio-cultural factors.
In terms of education, the mean score of 3.13 reflects a moderate level of educational attainment within the slum. This suggests that while education is present, it may not be robust enough to influence significant socio-economic mobility. The variability in educational levels points to unequal access to educational opportunities, which may be hindered by financial constraints, cultural norms, or lack of infrastructure. Employment, on the other hand, presents a more concerning picture, with a mean score of 2.34, indicating widespread underemployment or engagement in insecure, informal jobs. The high standard deviation underscores the disparity in employment conditions, with some individuals faring better than others, but the majority remaining in precarious economic situations.

The correlation analysis offers key insights into how these variables interact. Notably, education does not exhibit a strong correlation with employment or poverty and health, suggesting that while education is valued, it is not sufficient on its own to secure better jobs or improved living conditions in this slum context. The weak correlation between education and employment ($r = -0.079$) and education and poverty and health ($r = 0.083$) may be attributed to structural issues such as a lack of formal job opportunities, skill mismatches, or the dominance of informal labour markets, where education has less influence.
The most significant finding is the moderate positive correlation between employment and poverty and health ($r = 0.362$), which underscores the critical role that stable employment plays in improving living conditions. Employment offers a pathway out of poverty and contributes to better health outcomes, likely because it provides financial security and access to essential resources such as food, shelter, and healthcare. This suggests that improving employment opportunities could have the most immediate and significant impact on alleviating poverty and addressing health disparities in the slum.
In conclusion, while education remains an important factor, the findings indicate that addressing employment issues will be the key to breaking the cycle of poverty and improving socio-economic conditions in Kareli slum. Policymakers should focus on job creation, particularly in formal sectors, as well as enhancing access to stable, secure employment for slum residents. Furthermore, interventions that address barriers to education, while simultaneously creating job opportunities for the educated, could foster a more sustainable socio-economic upliftment in this vulnerable community.

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